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ABSTRACT

This book, devoted to issues in science instruction for limited-English-proficient (LEP) college students, examines their specific instructional needs and perspective and suggests alternative teaching strategies. An introductory chapter looks at the changing demographics of American higher education, LEP students' unique academic problems, and some myths and misconceptions held by mainstream faculty. Chapter 2 gives an overview of second language acquisition theory, and chapter 3 examines the facets of culture that interact in the science classroom. In chapter 4, learning styles, their influences on classroom performance in traditional science instruction, and the influence of culture and ethnicity on learning style are discussed. Chapter 5 is designed to help teachers discover what techniques they are currently using that assist LEP students, and select modifications and strategies that suit both their teaching style and student needs. The sixth chapter focuses on issues that relate to writing and reading in English. Six case studies illustrating how faculty and programs are addressing LEP students' needs are reported in chapter 7. In chapter 8, two different linguistically-based approaches for LEP science instruction are described, and the subsequent chapter offers case studies of pioneering courses and programs in non-traditional science instruction for this population. A bibliography is included. (MSE)